

## Beginning with Fiction

### Lesson Preparation

Daily Lesson 2	WRITING	
	TEKS	Ongoing TEKS
	E1.26A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use conventions of written language to communicate clearly and effectively.</li> <li>— What techniques do good writers use to communicate effectively?</li> </ul>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Writer's Notebook</li> <li>Collaborative group</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Teacher Writer's Notebook (1)</li> <li>Photograph (2 different, 1 copy of each)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Handout: <b>Collaborative Groups</b> (1 per group of 3-4 students)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Every student will need a Writer's Notebook. The teacher should also have a Teacher Writer's Notebook. The intent of the Teacher Notebook is for teachers to include their own entries to share with students as the opportunities arise. The recommendation is for teachers to model or prepare the entries that their students would be expected to do during the <b>Instructional Routines</b>. However, it would not be feasible to do this for every entry. Prepare accordingly.</li> <li>Establish procedures and expectations for <b>Collaborative Groups</b> and the Writer's Notebook.</li> <li>Select a photograph and print it two ways, one as a draft or fast printout and the other using the best setting.</li> <li>Refer to Handout: <b>Collaborative Groups</b> and make adjustments if applicable. Prepare an Anchor Chart: Collaborative Group Roles.</li> <li>Determine a creative way to group students. (Example: Use a deck of cards and distribute cards randomly. Students group by number or suit.)</li> </ol>	
<b>Background Information</b>		
<b>Teacher Notes</b>	Taking time to set up students' Writer's Notebooks and to teach students how to work in <b>Collaborative Groups</b> is important for future success in the classroom. Consistency is key and establishing class expectations from the beginning will determine how effective collaboration works in	

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	<p>the classroom.</p> <p>In middle school, students maintained Writer’s Notebook in order to generate ideas for future writing and to record revision and editing strategies. They also participated in many collaborative activities and hands-on learning opportunities. In high school, it is important to continue to build on these effective instructional practices as the content becomes more complex.</p>

## Instructional Routines

### WRITING

Daily Lesson 2	
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  <u>Content Objective:</u> Students use the Writer's Notebook and <b>Collaborative Groups</b> to better understand themselves as writers.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Ask: What does it mean to be an effective writer? Allow time for discussion and reflection to better assess students' understanding of writing.</li> <li>2. Explain that effective writers are made not born; effective writers write. Introduce the Writer's Notebook and its purpose: to serve as a place for students to generate their own ideas for writing.</li> <li>3. Connect the writing cycle students have learned about in school to the effective writers' practice of reflection on what they have written and improvement of their writing skills through practice and application of proper grammar. The Writer's Notebook will be a place for students to practice different revision and editing strategies as well. You may choose to instruct students to decorate their notebook and/or designate sections as follows: "Ideas for Writing," "Revision Strategies," and "Editing Strategies."</li> <li>4. Explain that effective writers also work well in <b>Collaborative Groups</b> for activities such as learning new concepts, brainstorming, applying new revision strategies, and editing.</li> <li>5. Display the two photographs and point out that one image was printed using a fast setting with fewer DPIs or dots per inch. The second was printed with the best setting possible with more DPIs. Explain that when people work in groups versus alone, much like the photograph, they end up with a clearer picture.</li> <li>6. Refer to Anchor Chart: Collaborative Group Roles. Identify each role in a <b>Collaborative Group</b> and work with the class to define the expectations for each role. Record notes on Anchor Chart as students take notes in the Writer's Notebook.</li> <li>7. Use a creative approach to arranging students in <b>Collaborative Groups</b> of 3-4.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Distribute Handout: <b>Collaborative Groups</b> (1 per group). Students read the questions, discuss them in their groups, and write their thinking on the handout.</li> <li>2. Remind students to apply their roles as applicable. Monitor and support as necessary.</li> <li>3. Upon completion, lead a class discussion about each of the questions. Establish class norms together and add key ideas to Anchor Chart: Collaborative Group Roles.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Students write a short reflection in the Writer's Notebook about their expectations for themselves as writers.</li> </ol>

